

The Herald and News

CARE OF EYESIGHT DURING SCHOOL LIFE.

Concluded from 1st page.

to offer, because the subject is so broad in its scope and intensely important that it be understood and brought to the attention of all public schools. As I said in the outset, very few schools North or South have given the care of the eyesight any consideration. We are advocating compulsory education and building colleges all over our land and the proper care of our children's health and especially that of the eyes is not taught or even hinted at by many authorities. The work that the eye is adapted for in nature is distant vision. When the Lord made man he placed him in the Garden of Eden where his eyes beheld the beauties of creation and were allowed to gaze upon whatever pleased them and rest upon the coloring that gave them the most relief. A normal eye under proper surroundings should give its possessor no pain or consideration. We should feel at all times as if we had no eyes.

But civilization with all its advancement and improvements has not been wanting in its evils. One of the greatest of these is the deterioration of the eyesight.

One has never seen defective vision in the American Indian, yet the German government cannot maintain her standing army without allowing many of the soldiers wear glasses.

The growing tendency of defective vision is so rapid that it behooves us to bestir ourselves and check its progress. Where shall this be done? In the school room, the place where all our knowledge is begun. The teachers should know how to advise their pupils in the proper care of the eyes as well as in other things. It is well in reading to relieve the eyes at intervals from the close application and steady gaze of the book and look into the distance and reflect over what has been read. This pensiveness of thought is a great relief to a tired eye.

One of the disadvantages of city life is the constant application of the eyes to near objects.

Great injustice is often done children by accusing them of obtuseness or inattention, or even dullness, when the whole trouble is due to defective vision.

This mistake will be most readily made in the case of long sight.

Here the pupil has good distant vision, and strong accommodative power and the teacher overlooks his visual weakness. Children with astigmatism often appear stupid and are always slow readers. The horizontal and perpendicular lines of the letters have a different focus, and some time is consumed in the mental effort to combine them. The most fruitful source of defective vision for near objects is printed letters. The size, shape, strokes, relation of height and width, and distance from each other have much to do with the preserving of perfect vision.

Normal capitals, letters with the characteristic strokes, excessively heavy, and the others exceedingly light are best adapted for reading purposes. The quality of the type, as well as its size is to be considered. The quality of the paper and the ink also is to be well chosen. Bright, white paper, with a glazed surface is very trying on the eye. Pale ink with the letters ill formed is an evil which hardly needs discussion. Cheap books and poor print are disastrous. Yet how many cheap publications are flooding our land! The evils of their moral influence are

scarcely greater than those upon the eyes of their readers. Not only should the printed matter be well selected, but also the proper light, the amount, the kind and the direction from which it comes.

The natural stimulus of the eye is pure white sunlight, and this is the best kind for the eye to work with. The softest and most pleasant is the diffused sunlight of the Northern sky. This cannot always be had, but one should approximate it as nearly as possible. The rush and demand of civilization are so great that we must resort to artificial light frequently. The best artificial light is that which most nearly resembles the soft colorless light of the sun. It should also be a steady light. There are many kinds of lamps and globes and shades used to this end and some are to be greatly commended. The excess of yellow rays in nearly all artificial lights should be absorbed by a tint of blue. The coming light is undoubtedly the electric. So soon as its divisibility can be had, that such strong dazzling light can be controlled and properly used, we shall have a light almost identical with that of the sun. Indeed some even hold that the sunlight is nothing more than electric rays.

The amount of light is also to be regulated. One can have too much light as well as too little. More harm, however, is done by reading with dim light. This brings us now to consider the direction from which the light should come, in the act of reading.

We all know that the light falling on our book from in front is quite trying and more trying is the light coming from below us. The most convenient direction for the light to fall is from above and preferably over the left shoulder.

The advantage of this is we do not get the reflections from the paper and also if writing, we are not annoyed with the shadow of our own hand or body. This leads us now to the consideration of the proper construction of a school room.

The room should be oblong in shape and lighted by high and large windows. If an excess of light be admitted it can be controlled by shades. The shades should roll from below upward rather than from above downward, in order that all the light may come from above the head. The windows should be made in one of the long sides of the room, with the rows of desks running parallel with the short sides and facing so that the light will fall from the left.

A large room with windows on all sides can never be properly lighted. There is an architecture for schools as well as for palaces, and the benefits of the one are no less than those of the other. The real beauty of either is the perfect adaptation to its uses.

The size and form of the desk and its relation to the seat are an important factor in the proper care of the eyes.

It is simplicity to put little or size children in the same size seat and to use the same desk. If the desk be too low the child will lean forward and cause too much blood flow to the brain and produce head ache and general discomfort, not to say anything about the development of short sight, spinal curvature, general deformity and compression of all the internal organs. A model desk should have the following construction:

"The back ought to be straight, and consist of a piece of wood only three inches broad. If this is fixed at a proper height, viz, close above the hips, it supports the spine sufficiently to make it easy and comfortable for even the most delicate child to sit perfectly upright. The

seat ought to be broad enough to support almost the whole length of the thigh, and the height of the seat such as to allow the soles of the feet, in its natural position, to rest on a foot board. The edge of the desk must be perpendicularly above that of the seat, and just high enough to allow the the elbow to rest upon it, without displacing the shoulders." These and many other comfortable arrangements that a number of our public schools pay no attention to should be insisted upon. It is starting to know the amount of defective vision developed during school life.

In some of our large cities it is found that diseased eyes run above 50 per cent.

Many of the causes are preventable.

Until the teachers and school boards are aroused to the importance of this fact the evil will continue. Very few parents ever think of their children having any trouble of this kind until advised by another.

Indeed there linger amongst us even some who object to children wearing glasses until they are "forced to do so." By such ignorance and stupidity, precious time is lost to the child.

How shall the evil be corrected? By the proper conditions under which the scholar is expected to work, as to buildings, seats, curriculum, print and paper of school books and proper study hours; the proper care and instructions to each pupil as to the best method of using his eyes and the correction of errors of refraction by glasses if any exist.

The present method of teaching so extensively by written exercise and examination papers is very taxing on the eyesight. When we remember that the eye is fitted by evolution for distant vision, and can be used for near vision only for a short while and interruptedly with safety, we can realize the great importance of training it to do its work to the best advantage and with the least possible effort.

It is the duty of the teacher to instruct the pupils in these things, how to get the best results with the least expenditure of effort. This is teaching.

The school teacher may be needed for a good many other things, such as maintaining order and enforcing discipline, but these are not teaching.

At the opening of each session every pupil's eyes should be examined by the teacher and if any defect is found he should be advised to consult an oculist. Every school should have vision test cards and the teachers instructed how to use them. By this means great annoyances to the teacher and calamity to the pupil will be avoided.

Let us in the building and planning and teaching of the present generation so build and plan and teach that the next generation will not be so generally afflicted with ophthalmic cripples as in the present one.

DIRE NECESSITY NOW REIGNS IN MARTINIQUE.

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the fact that large private contributions were being made. The discussion was brief, Mr. Underwood of Alabama being the only one to speak in opposition, and by a vote of 129 to 1 the bill was passed.

Mr. Underwood stated that he was opposed to the measure and would vote against it. Members were not here, he said, to legislate on the impulse of their heartstrings.

Mr. McRae of Arkansas made an appeal for prompt and unanimous action in the interest of humanity, and Mr. Livingston of Georgia added the hope the country would not turn back upon its record for succoring those in distress without reference to nationality or locality.

Those voting in the negative were Messrs. Burgess of Texas, Clayton of Alabama, Gaines of Tennessee, Latham of Texas, Moon of Tennessee, Swain of Tennessee, Tate of Georgia, Underwood of Alabama and Williams of Mississippi.

THE PRESIDENT'S MESSAGE.

The President today sent the following message to congress: To the Senate and House of Representatives:

One of the greatest calamities in history has fallen upon our neighboring island of Martinique. The consul of the United States at Guadeloupe has telegraphed from Fort de France, under date of yesterday, that the disaster is complete; that the city of St. Pierre has ceased to

exist, and that the American consul and his family have perished. He informed that 30,000 people have lost their lives, and that 50,000 are homeless and hungry; that there is urgent need of all kinds of provisions, and the visit of vessels for the work of supply and rescue is imperatively required.

The government of France, while expressing their thanks for the marks of sympathy which have reached them from America, inform us that Fort de France and the entire island of Martinique are still threatened. They, therefore, request that, for the purpose of rescuing the people who are in such deadly peril and threatened with starvation, the government of the United States may send as soon as possible the means of transporting them from the stricken island. The island of St. Vincent, and perhaps others in that region, are also seriously menaced by the calamity which has taken so appalling a form in Martinique.

I have directed the departments of the treasury, the war and of the navy to take such measures for the relief of these stricken people as lies within the executive discretion, and I earnestly commend this case of unexampled disaster to the generous consideration of congress. For this purpose I recommend that an appropriation of \$500,000 be made, to be immediately available.

Theodore Roosevelt.

White House, Washington, May 12.

TEXT OF FINDING IN THE DOMINICK CASE.

Concluded from 1st page.

ence report to Senators Hough, Alderton and Douglass.

That Senator Alderton understood fully, and so declared, that he had not been misled, and while he did not read it as a whole, he did know what it contained. That Senator Hough did not fully understand the tenor of the bill and signed the report without fully knowing its scope, but that there had been some previous conversation between Senator Hough and Representative Dominick, relative to the passage of a bill which would carry out the purposes for which the bill had been amended at the last session, as heretofore mentioned. That Senator Douglass knew nothing of the purpose of the amendment and signed it only because the other senators had done so, but was not misled by Mr. Dominick.

That having secured the signature to the free conference report on the part of the senate, Mr. Dominick then carried it to the members of the house, each of whom signed said report, knowing what it was and the object it was intended to accomplish.

The free conference committee report thus signed was presented to the house by Mr. Dominick, who supported said report in a speech at some length, but the house refused to adopt said report, and the free conference report for the senate was not presented to the senate.

That we find that Representative Dominick did not mislead intentionally either members of the conference or free conference committee.

That while we do not endorse such legislation, yet the amending of the bill, as attempted by the free conference committee was not without precedent; and had the free conference report been adopted, and the bill ratified and approved by the governor, the act thus passed would have been legal and been a valid act under the laws of this State. (See State ex rel. Hoover vs. Chester. 39 S. C. 507.)

In this particular case, it was not intended by the parties who were seeking to obtain such legislation to do so surreptitiously or covertly or in any unworthy manner, but that the free conference committee on the part of the house, represented by Mr. Dominick, fully stated the matter on the floor of the house, and discussed the proposed amendment and provision fully.

That this committee finds from the testimony that no member of either the conference or free conference committee acted in an unworthy manner; and, therefore, that while the instance is to be regretted, no member of either said committees can be held culpable.

All of which is respectfully submitted.

S. G. Mayfield.

J. T. Hay.

W. N. Graydon.

T. W. Bacot.

G. W. Croft.

A. L. Gaston.

Committee on part of the house.

Mexican Mustang Liniment

don't stay on or near the surface, but go in through the muscles and tissues to the bone and drives out all soreness and inflammation.



For a Lame Back, Sore Muscles,

or, in fact, all Lameness and Soreness of your body there is nothing that will drive out the pain and inflammation so quickly as

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If you cannot reach the spot yourself get some one to assist you, for it is essential that the liniment be rubbed in most thoroughly.

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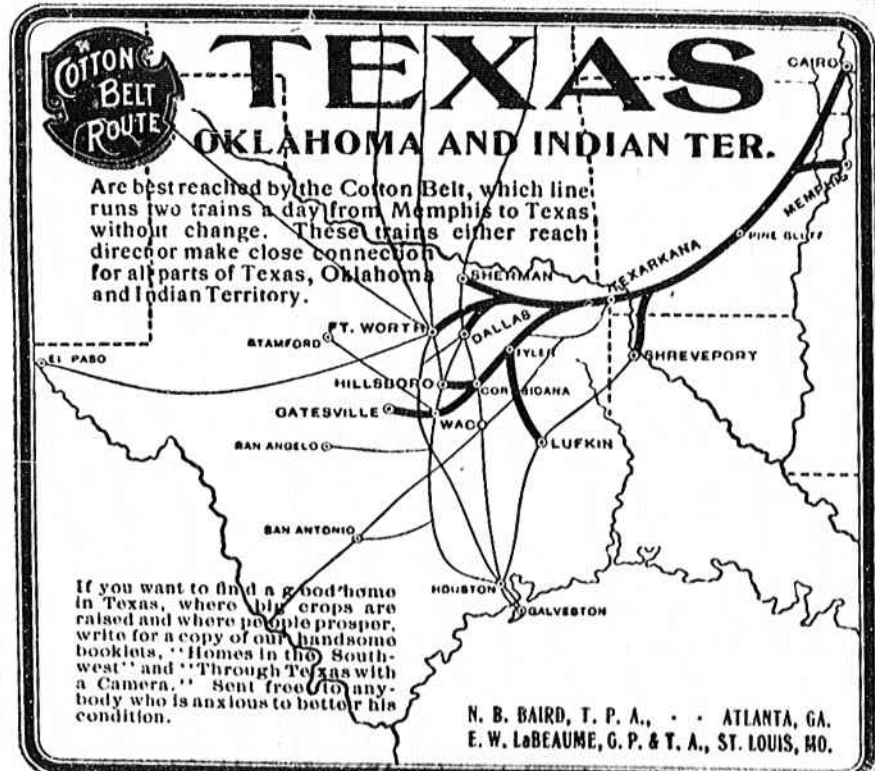
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